ACUTE AND CRITICAL SELF-HARM - AN AWARENESS GUIDE

PRACTITIONER WORK TO MANAGE THE CONTEXT FOR THE LONGER TERM
• What is self harm?
• How does it relate to wellbeing? (Being well-impact on daily life)
• Language
• How do we manage risk and plan for safety?
• What helps?
Key components of a suicide risk assessment
1. Assess risk factors
2. Suicide Inquiry: thoughts/plan/intent/access to means
3. Assess protective factors
4. Access Clinical and safeguarding support and family/school as appropriate
5. Safety plan, liaise and document
Parent Carer Support

• Why is it important?
• How can we do this?
• Things to discuss/What can happen in a group.
Cycle of Family Distress – Self Harm ‘Out of Sync’ Model (derived from Sutton Model of Self Injury 2007)

Aim – Increase quality of communication between parent and child

- External Trigger

Anguish and Distress

Emotionally Overwhelmed

Parent

May be aware or not; may feel they don’t have capacity to support because of their own distress / fears

Too upset to listen to child who feels temporarily better, but, not understood by parent

Conditioned keeping safe’ response

Escalating Distress

Self Harm

Feel Better / relief

Grief & Guilt
CREATING A CONTEXT WHERE CHANGE CAN HAPPEN OVER TIME

By empowering the young person to identify and communicate their needs, by attuning to the needs and wishes of the young person and their family, by increasing the predictability of the responses of the systems (family and practitioners) in a co-ordinated way, we can create a context where change can happen over time. (Containment of the system)

CIRCLES OF SUPPORT
TENS GUIDE TO MAKING A CIRCLE OF SUPPORT

THINKING
EMPOWERMENT
NAMING
SAFETY AND SUPPORT
Safety Planning

**Safety Preparation** – identifying the ‘What ifs’ and ‘Then whats’ for young person (Triggers for harm or negative thinking and solutions or strategies) and then the partners (If this harm happens, then what ..) in the circle to create a predictable and attuned way of supporting the young person and the family.

**Feeling Safer planning** - transfer the ‘What ifs’ and their agreed strategies for YP to the plan and agree the responses in advance with the circle and record and uphold.

**Identify communication** as the win-win between the young person and the circle contact and within the circle.

**Recognise support** to the whole system to practitioners from supervision, the Team around the family meeting for young people and their families to review the ‘benefits of circle work.’
Feeling ‘Safer’ Route

**Good days / Good Moments**

- Review learning together. With parents and including professional system.
  - Does plan need adjusting?
  - Are the ‘what ifs’ still relevant?
  - What have we got right?
  - Communication on a Bad day / moment?

- Seek medical attention if required.
  - Inform parents, contacts.
  - Lead professional,
  - Communication is KEY!

**Bad day / moment**
- Feelings of distress

- Check ‘Support Circle’ contact numbers and strategies.
  1-Contact 1
  2-Contact 2
  3-Contact 3
  4-Strategies
  5-Strategies

- Distress levels increase and ‘set back’

Go straight here if communication/strategies prevent a ‘set back’
WEBSITES AND INFORMATION

www.keep-your-head.com
STAFF WELLBEING

• Know when to stop
• Take processing time
• Supervision